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AUTHOR	Bornstein, Rita
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ABSTRACT

This course of instruction, one of a series of curriculum guides revised to fit the quinmester administrative organization of schools, attempts to prepare tenth through twelfth grade students to deal with complex war-peace issues. The model framework allows the teacher to use the total guide or to select certain ideas. The guide is divided into four sections: 1) provision of descriptive and goal oriented information, in which thought processes are accented; 2) an outline of course content illustrating the major subdivisions of war, war literature, aggression and conflict, nationalism, peace, and communication; 3) a listing of objectives and learning activities picturing the concept and behavioral objectives for a set of learning activities; and, 4) recommended textual and alternate materials, including supplementary students and teacher resources. Appendix I lists additional materials and projects; Appendix II lists behavior roles in group discussion. (CJM)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

Social Studies: MAN BETWEEN WAR AND PEACE 6448.16
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DIVISION OF INSTRUCTION • 1971

SOCIAL STUDIES

LANGUAGE ARTS

MAN BETWEEN WAR AND PEACE

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Written by Rita Bornstein

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textural or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to: Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: INCORPORATES THE SOCIAL SCIENCE DISCIPLINES IN AN ATTEMPT TO PROVIDE STUDENTS WITH TOOLS TO DEAL WITH THE COMPLEXITIES INHERENT IN THE ISSUE: WHY DO MEN WAGE WAR?

GRADE LEVEL: 10-12
COURSE STATUS: Elective, may be taken for social studies or language arts credit.
INDICATORS OF SUCCESS: None

COURSE RATIONALE: The problems of war and peace are among those most critical in terms of the survival of the human species. Considering the record of human civilization, we are little closer to solutions of these problems today than we were a thousand years ago. It has been aptly said that "if mankind does not end war, war will end mankind."

If we are truly committed to educating our children for life in the twenty-first century, they should be given opportunities to study problems in international relations, to explore the causes of war and the prospects for peace, and to examine their own relation to these questions. At the very least, students should become aware of the scope of these problems, begin to raise questions, and consider alternative solutions. Indirectly, they can learn to value diversity, to resolve conflicts through negotiation, to be aware of impediments to communication, and to experience the benefits of cooperation.

COURSE GOALS:

1. THE STUDENT WILL CRITICALLY ASSESS TRADITIONAL AND PERSONAL VALUES AND BELIEFS CONCERNING WAR AND PEACE, AND DEFEND OR RE-DEFINE THEIR OWN BASED ON CAREFUL RESEARCH AND ANALYSIS OF THE PROBLEM.

2. THE STUDENT WILL ANALYZE AND REACT TO WAR LITERATURE, AND THEN ESTIMATE THE ROLE OF LITERATURE IN SOLVING HUMAN PROBLEMS.

3. BASED ON RESEARCH AND GENERAL KNOWLEDGE, THE STUDENT WILL MAKE GENERALIZATIONS ABOUT THE CONDUCT OF WARS THROUGHOUT HISTORY AND THE NATURE OF WAR IN THE TWENTIETH CENTURY.

4. THE STUDENT WILL DIAGNOSE SOME OF THE CAUSES AND PURPOSES OF WAR, INCLUDING:

   a. AN INVESTIGATION OF VARIOUS APPROACHES TO THE NATURE OF AGGRESSION AND CONFLICT, AND THE PROJECTION OF SOME ALTERNATIVES TO WAR AS AN OUTLET FOR AGGRESSION
   b. DIAGNOSIS OF THE REASONS FOR THE GROWTH OF THE NATION-STATE, EXAMINATION OF ITS ROLE IN CONTEMPORARY INTERNATIONAL CONFLICT, AND PREDICTION OF ITS ROLE IN THE NEAR AND DISTANT FUTURE.

5. THE STUDENT WILL ASSESS THE PROBLEMS AND BENEFITS OF PEACE KEEPING.

6. THE STUDENT WILL DESCRIBE THE WAYS AN INDIVIDUAL CAN INFLUENCE DECISIONS AFFECTING INTERNATIONAL RELATIONS.

COURSE CONTENT OUTLINE:

I. War

- A. History of war
- B. Nature of war in the 20th century
- C. Attitudes and role of soldiers, citizens, leaders
- D. Causes: ideology, religion, economic profit, control of natural resources, territorial disputes, power, etc.

II. Literature of war (on-going in unit)

- A. Readings
- B. Reactions
- C. Analyses of techniques employed
- D. Effects on the problem

III. Nature of aggression and conflict

- A. Instinctive (Lorenz, Ardrey, Morris)
- B. Cultural (Benedict, Huxley, Montagu)
- C. Alternatives to armed conflict as an outlet for aggression

IV. Nationalism

- A. Definition of "nation" and "nationalism"
- B. History
- C. Study of the ways it maintains itself: symbols, martyrs, ceremonies, etc.
- D. In today's world/contemporary power politics

V. Peace

- A. Attempts at peacekeeping to date, especially balance of power and collective security arrangements
- B. Problems of the United Nations
- C. Prospects for peace: arms control, disarmament, world government
- D. Costs of peace
- E. Role of the individual in securing peace

VI. Communication (can be built in and on-going)

- A. Group roles (constructive, destructive)
- B. Impediments to cooperation: differing perceptions, semantics, stereotyping, etc.

GOAL: THE STUDENT WILL CRITICALLY ASSESS TRADITIONAL AND PERSONAL VALUES AND BELIEFS CONCERNING WAR AND PEACE, AND DEFEND OR RE-DEFINE HIS OWN BASED ON CAREFUL RESEARCH AND ANALYSIS OF THE PROBLEM.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Introduction: What has this course to do with me? Note: Teacher should refer to last section of this guide for group participation activities to be dealt with on a continuous basis.	A. Students will exchange feelings, raise questions, and identify problems relating to war peace.	1. First class meeting, students should be encouraged to exchange ideas informally. Questions can be raised by teacher to stimulate discussion: Why did you elect this course? (if optional) What do you hope to gain from a course like this? Is war inevitable in human events ? Can the individual influence international events? Can you visualize a world without war? The primary purpose of this loose discussion is to let students recognize something of the scope of the problem and hopefully to realize how little they know about it. Further, it is an opportunity to begin to explore their own values and attitudes and those of society. 2. Teacher should briefly explain his rationale for course, outline of course, guidelines, expectations, options, It should be explained that there are no right or wrong answers to most of the questions that will be raised, but that the aim is to provok some imaginative thinking based on the data to be explored. (Additional activities, options are listed in Appendix) 3. A questionnaire can be made up by teacher regarding values and attitudes to be completed by students at beginning of course and used at the end for a comparison. See item #7 under E in the peacekeeping section.
What has this course to do with my community	B. The student will investigate the range of attitudes toward war and peace in the school and community.	1. Students may conduct interviews or take a poll in the school and community to determine the range of attitudes concerning war and peace. 2. Students can begin to collect newspaper and magazine articles and cartoons reflecting varied opinions on the subject.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Students should discuss the effect of public opinion on national policy and the effect of national policy on public opinion.

GOAL: THE STUDENT WILL ANALYZE AND REACT TO WAR LITERATURE AND ESTIMATE THE ROLE OF LITERATURE IN SOLVING HUMAN PROBLEMS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
War explored through literature. This area should be handled on a continuous basis with readings at relevant points.	The student will analyze and react to war literature, and estimate the role of literature in solving human problems.	1. Assign several poems. Suggested: "Dulce et Decorum Est," Owen "War is Kind," Crane "Hiding Place," Armour (War: An Anthology) Have students "be prepared to discuss the feelings and thoughts experienced while reading." 2. Have entire group discuss the poems at first for clarification of meaning of words if necessary, and for some general insights. For example: The last lines in the Owen poem are in Latin and translate "It is sweet and dignified to die for one's country." Students should be helped to understand the irony in the poem. There is irony also in the Crane poem, as well as an effective alternation of tempo and imagery to contrast personal loss with military glory. 3. Students can then break up into small groups and discuss specific questions. For example: What does the author say about war? Does he offer solutions or simply convey a picture of war? What techniques does the author use to convey his message? What feelings does the poem arouse in you? If war is ugly and universally hated, why does it persist in human affairs? Can literature be an effective agent of change?

GOAL: BASED ON READINGS AND GENERAL KNOWLEDGE, THE STUDENT WILL GENERALIZE ABOUT THE CONDUCT OF WARS THROUGHOUT HISTORY AND THE NATURE OF WAR IN THE TWENTIETH CENTURY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
War in human history.	Based on readings & general knowledge, the student will generalize about the conduct of wars throughout history and generalize about the nature of war in the 20th century.	1. Assign introduction and first chapter in The Limits of War. As supplementary or additional material, "War, Peace & Survival" in Fraenkel is excellent; "Ethics and War" by Aldous Huxley, (War) is very good. 2. A brief review of the history of war is suggested. Then class can break up into small groups for discussion of specific questions What is war? How is war in our time different from before? What alternatives have there been to war in the past? Can education help men solve the problem of war? How? Are there any positive consequences arising from war? (solidarity, courage, endurance, collective purpose, national goals, etc.) If so, can these occur during peaceful conditions? 3. Assign and discuss with group "Defeating Japan," (parts 1, 2,3) in The Limits of War. 4. Use sound filmstrip, "The Age of Megaton" (21 min) with teacher's guide. 5. A session of war and anti-war songs can be used to spark discussion or writing. Patriotic war songs: "Battle Hymn of the Republic," "When Johnny Comes Marching Home Again," etc. Anti-war songs: "What Have They Done to the Rain," Joan Baez "Cruel War" and "Where Have all the Flowers Gone," Peter, Paul and Mary "Talking W W III Blues" and "Masters of War," Bob Dylan 6. Students might make a tape of these songs or a sound collage using other sound effects also.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		They might make an animated film on war using music as background, or present a light show with the music. 7. The songs, like the poetry earlier, should be discussed in terms of their potential for changing the human condition. 8. Show a film, <u>The Magician</u> (12 min, rental). 9. Photographic essays on war, <u>Antonyms for our Age</u> and <u>War Without Heroes</u>, may be used to provoke discussion or a written paper (creative or essay) or even a similar project by students. 10. Students can collect cartoons on the subject and/or make a collage. 11. To examine the attitudes of fighting men to war, letters & other documents may be discussed. For example, in <u>The Shaping of Western Society</u> there are two letters from German soldiers of WW I. These may be contrasted with some contemporary documents, perhaps from the anti-war camp. (See "A Letter Read to the Draft Board," Arlo Guthrie, <u>Blessed Are the Peacemakers</u>.) Use may be made here of "Masters of War," the Dylan song that contrasts the manipulators of conflict with those who do the fighting and dying. Also "I Ain't Marchin' Anymore," Phil Ochs (<u>Peacemakers</u>) 12. The question of patriotism will probably grow out of #11. The term needs definition from students. The semantic problems surrounding words like these should be brought to students' attention (other problematic words: defense, democracy, national security.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		The Frank article in Let us Examine our Attitude Toward Peace considers this problem of semantic shadings on page 15. It is also treated in Classroom Questions: What Kinds? (pp. 109-116), Sanders.
		13. Books that may be assigned or used for independent study might include: All Quiet on the Western Front, Remarque (WWI) The Guns of August, Tuchman (WWI) The Red Badge of Courage, Crane (movie available) Catch 22, Heller Johnny Got His Gun, Trumbo (a movie is being made of this) For additional material on nuclear war; "What Would it Really Be Like? An H-Bomb on New York City" (Breakthrough to Peace) "The End of War" Linus Pauling (Peacemakers).
		14. For additional ideas see language arts War as a Theme in Literature, quinmester course of study.

GOAL: THE STUDENT WILL DIAGNOSE SOME OF THE CAUSES & PURPOSES OF WAR.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
War in human history	A. The student will diagnose some of the causes and purposes of war.	1. Material previously assigned under #1 in above section can be used here as well. Also #3. 2. Assign and discuss with group "The Last Flower," a cartoon sequence by James Thurber in War, depicting some of the causes and results of war. 3. Each student might choose or be assigned a particular war to research: dates, participants, battleground, material, casualties probable causes, outcome. (should include tribal warfare as well) In subsequent discussions, these "experts" can contribute their knowledge, and together the class can hypothesize about the reasons for war: ideology, religion, economic profit, control of natural resources, territorial disputes, power, etc. 4. A discussion can be centered on the Indo-China and Middle East wars, and the reasons behind them. (Natural resources, population, ideology, religion, territory, etc.) 5. Somewhere during the section on war, the films Dr. Strangelove, and/or High Noon, if obtainable, (study guides available from Fail Safe, the World Law Fund) would be excellent.
Aggressive behavior as a cause of war	B. The student will investigate various approaches to the nature of aggression and conflict, and project some alternatives to war as an outlet for aggression	1. A number of materials will be useful in preparation for this section of the course and may also be used by the students for research in this area. Some resources: Konrad Lorenz, On Aggression Robert Ardrey, African Genesis and Territorial Imperative Desmond Morris, The Naked Ape

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Ashley, Montagu, ed. Man and Aggression (collection of essays attacking the arguments of Lorenz, Ardrey, Morris) Julian Huxley, "War as a Biological Phenomenon," Man in the Modern World Clyde Kluckhohn, "An Anthropologist Looks at the World," Mirror For Man. Ruth Benedict, Patterns of Culture, selected sections: pgs, 30-32, 98-100. Fried, Harris, Murphy, eds. War: The Anthropology of Armed Conflict and Aggression. (especially: "Human Aggression, "Holloway; "Psychological Preparations for War," Wallace; "Alternatives to War," Mead; "Hypotheses about Functions of War," Vayda. William Fulbright, "Human Nature and International Relations," The Arrogance of Power.
		2. A critical attitude toward sources is extremely important in this area. Who are these authors? What is their purpose? How are they regarded by the rest of the scientific community? Note: There is great controversy and some outright feuds between some anthropologists (Montagu) and some ethologist/zoologists (Lorenz and Ardrey) as to the causes of human aggression. It can be used as the basis for discussion.
		3. Students may present a debate or panel discussion on a number of related questions. For example: Is aggression instinctive in the human species? Is war an inevitable outcome of man's aggressive tendencies? A cultural development? How else does man express his aggressive feelings? Can conflict be constructive as well as destructive? How does conflict originate? How escalate? Alternative methods of dealing with it? What does each alternative involve?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Has every human society engaged in warfare? (Benedict points to the Eskimo and Mission Indian cultures that had no concept of organized warfare, pp. 30-32) How do national societies channel aggressive impulses into patterns that often result in use of armed force? If students have read Lord of the Flies, it can be brought into the discussion. How else could man satisfy the needs that war satisfies? (Competitive sports: football, international Olympics; non-competitive sports; exploration; research; social crusades; medicine; space cooperation) 4. Additional resources that may be used for panel discussions or student reports: a. An interesting study in cooperation is the International Cooperation Year (I.C.Y.) sponsored by the United Nations in 1965. (Also Int'l Geophysical Year (IGY) see pgs. 58-60 Organizations. b. A fascinating study of group behavior under circumstances of harmony and friction is "Harmony and Friction at Robber's Cave," (Organizations Among Nations). Experiment done with twelve year old boys by social scientists.
The role of nationalism in international conflict.	C. The student will diagnose the reasons for the growth of the nation-state, examine its role in contemporary international conflict, predict its role in the near and distant future.	1. Tape, The Yanks are Coming, might be a good entrance into this topic. The tape is "a chilling program of songs, poetry, prose contrasting the horror of war with mass patriotism whipped up by the press." Includes work by Jarrell, Sassoon, Owen, Train. Students should infer the message implicit in the tape and compare it with the conclusions they reached about the poetry and songs discussed earlier.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Mark Twain's highly satiric "The War Prayer" (Great Short Works of Mark Twain) may be used effectively here. Also "The Lowest Animal" from "The Damned Human Race" (Letters from the Earth) (Can be read aloud to class) 3. Have students look up "nation" and "nationalism" in a variety of sources (OED also). Discuss meanings. Note that the definitions of these words have changed from time to time. 4. "The Rise of Nationalism" in The Shaping of Western Society is very good. (See also teacher's guide) Also accompanying filmstrip: Nationalism as a Religion. "The Power Drive of Nations" (The Arrogance of Power), Fulbright. I.A. Richard's Nations and Peace is an excellent and simple cartoon analysis of the problem. 5. Students should make hypotheses about ways in which nationalism has maintained itself (ceremonies, symbols, shrines, heroes, creeds, etc.) See Quinmester course, "International Relations" 6448.20 6. Assign (if available) "The Cuban Missile Crisis: Contemporary Power Politics," Van Slyck, through p. 16; "Mutual Deterrence" and "The Cuba Case," Fraenkel. Alternately, assign "The Cuban Missile Crisis" in Diplomacy and International Law. Supplementary reading might include sections of Schlesinger's book, A Thousand Days. Students should maintain a glossary with new words. 7. Discussion following these readings might include analogies with current conflicts. (Vietnam, Mid-East)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		8. Possible discussion questions (from Van Slyck): How does the world power system operate? What role does deterrence play? Are some new restraints on national power necessary if major wars are to be avoided? Are there some values you cherish more than peace, and for which you would be willing to go to war? How secure are these values in the present competitive power system? 9. Pgs. 16-19 in Van Slyck should be assigned following discussion. They deal with control of national power. 10. Current news articles might be examined in this context of the world power structure. 11. What role does China play in the contemporary scene: What role might she be expected to play in the future? What is meant by the Third World and what is its role? 12. The final activity in this area and leading nicely into the next would be a showing of the film, The Hat (18 min, rental). A humorous cartoon movie, it concerns two soldiers patrolling a border, one of whom drops his helmet into the other's territory. A study guide for the film is available. Show film through once, then re-show, stopping at significant points for discussion. Sample questions: In what ways do you think your allegiance and responsibility to humanity as a whole would conflict with your allegiance and responsibility to your country?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		How might these conflicts be resolved? Since world peace is a world problem, would you be willing to delegate the power to maintain peace to a world authority? What powers would such an authority need to keep the peace? It is a good idea to get some general reaction to the film from the group as a whole and then break up into small groups for discussion of specific questions.

GOAL: THE STUDENT WILL ASSESS THE PROBLEMS AND BENEFITS OF PEACEKEEPING.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Peacekeeping	A. The student will examine peacekeeping efforts to date (especially balance of power & collective security arrangements).	1. Assign Introduction, Background, and sections on the League of Nations and United Nations in Organizations Among Nations. Other readings might include "International Relations Since 181! Western Society; "League of Nations" and "The United Nations" and "The Congo" Fraenkel. Students should have the UN Charter. 2. Class can break up into small groups and discuss questions such as the following: Why has the balance of power strategy been unsuccessful? Is the concept of collective security an imporvement? Why? What are the major weaknesses and strengths of the League of Nations and the United Nations? How is the peace maintained today? Why was the UN unable to carry out all its resolutions regarding the Congo? How would the UN need to be changed to deal more effectively with similar conflicts? Any one of above questions would serve well as an essay questior 3. Show filmstrip Peacekeeping: UN Business (23 min), discussion guide included. 4. Van Slyck, "Problems of a World Authority: Universality and Jurisdiction" through pg. 97, examines some important questions. This might be assigned selectively, with attention to such questions as: How much authority have member nations irreversibly delegated to the United Nations? To what extent can the organization have the power to enforce its decisions on reluctant members? Is universality important to an effective UN? What jurisdictions does the UN need to be effective?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The student will examine the problems and costs of peace.	1. Some excellent readings in Peacemakers: Begin with "Pacem in Terris," Pope John XXIII (also in Griffith) "Man's Peril," Bertrand Russell "Nuclear Control," Robert F. Kennedy "A Disastrous Illusion," Albert Einstein "From Peace or Atomic War?" Albert Schweitzer Also "Toward a Strategy of Peace," J. F. Kennedy (Our Attitude Toward Peace) These readings introduce the questions of arms control, disarmament, world government. Philosophically, they set the stage for subsequent discussions and study of the political realities involved. 2. Van Slyck contains two excellent chapters-"Prospects for Arms Control" and "Prospects for Complete and General Disarmament." The material here is somewhat lengthy and complicated so the teacher may choose to lecture on this topic. The chapter on disarmament deals briefly with the Soviet and American draft treaties for disarmament. The students should understand the key differences between the two proposals, as well as those areas where basic agreements exist. (more recent arms control agreements will have to be researched) Pages 57-59 in The Limits of War should be read by students. 3. Discussion questions follow Van Slyck. For example: What are the prospects for stabilizing the present military competition? Can you think of any unilateral initiatives which the United States or the Soviet Union might take now, and which the other side might reciprocate, which would have some transitional benefits? What kind of international system would the Soviet draft treaty on disarmament create? Does the United States draft treaty offer better safeguards for international peace and security?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Assign pages 58-60 in Organizations Among Nations. "Problems and Opportunities of a Disarmed World," Van Slyck, analyzes the ramifications of disarmament on the economy, etc. Additional references on the costs of disarmament are: Seymour Melman, ed. Disarmament: Its Politics & Economics Benoit and Boulding, Disarmament and the Economy "Problems and Promises of a Warlen World" Saturday Review of Literature May 12, Sept. 15, Oct. 6, Nov. 17, 1962; Feb. 16, June 1, June 22, 1963.
		5. Discuss questions suggested in Van Slyck: Is conversion from an armed to a disarmed economy a manageable task? What problems and opportunities would universal disarmament create for world economic and social development? What sacrifices would you be willing to make to eliminate the wide economic disparity among nations?
	C. The student will make inferences about other nations' attitudes toward war & peace (from primary sources when possible).	1. The idea of this section is to gain an understanding of the frame of reference from which other countries operate. Why do they make the demands they do? What pressures motivate them? How do their ideologies commit them to certain positions? "You never really know a man until you stand in his shoes and walk around in them" (To Kill a Mockingbird)
		2. Assign "On Peaceful Coexistence," Krushchev, "Long Live the Victory of the People's War," Lin Piao (Griffith); "Discussion of Non-Nuclear Powers" (Pacem in Terris)
		3. Tape, International Law as Seen by Communist and Underdeveloped Nations, can be used.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Peacekeeping Models for world order	D. The student will evaluate existing models for world order, formulate alternative models, and confront and analyze the problems of choice making in crisis situations.	1. Assign pages 61-63 in Organizations Among Nations, "World Law," Fraenkel, pages 97-101, 158-161 in Van Slyck. 2. "Peace Games" by Reardon and Thorpe provide instructions for three simulations utilizing the present United Nations model, a somewhat strengthened United Nations under the same charter but with additional peacekeeping provisions, and finally, the Clark-Sohn plan for a revised United Nations under a new charter. Each session takes two hours. Materials needed: Pocket edition of the U.N. Charter Controlling Conflicts in the 1970's, U.N.A. Introduction to Clark and Sohn 3. Drawing on these proposals as well as the Soviet and United States disarmament proposals, the class can draw up their own model for world order. One strategy for this task would be to simulate an international conference convened to create a treaty for the control or elimination of the arms build-up and the reduction of world tensions. Divide the class into three groups: the Western bloc, the Communist bloc, and the underdeveloped world. Have the three sectors meet separately to design a draft treaty including the purpose, organizational structure and operating procedures. Next convene the conference and have each group present their draft for debate. Each team should present and defend its plan from the prespective of the bloc it represents. The model should then be tested in hypothetical situations, possibly as recommended in "Peace Games." 4. Organizations contains another possible simulation.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. Other good simulation games for which no preparation is required Dangerous Parallel (Teacher should check time requirement Crisis for these) Inter-Nation Simulation

GOAL: THE STUDENT WILL DESCRIBE WAYS AN INDIVIDUAL CAN INFLUENCE DECISIONS AFFECTING INTERNATIONAL RELATIONS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
Peacekeeping The Role of the individual in war and peace issues.	A. The student will examine ways individuals and groups have influenced decisions regarding international relations	1. Have students investigate some community organizations that are involved in war and peace issues: Women's International League for Peace and Freedom and other Peace Groups United Nations Associations League of Women Voters Foreign Policy Assoc. Great Decisions Groups National organizations-World Law Fund Carnegie Foundation, American Friends and others; what do they do? How can individuals help? 2. Write to congressmen and ask how a citizen can become involved in working for Peace. (League of women voters has listing of Congressmen) Find out which congressmen are on committees vital to war/peace issues and their viewpoints. 3. Contact local papers through student letters to the editor, expressing opinions or ideas on peace queries to international affairs analysts asking for their opinions, ideas, etc. 4. Assign "Why I am Sailing into the Pacific Bomb-Test Area," Albert Bigelow (Peacemakers) as an example of individual action. 5. Investigate careers directly involved in social change. (Contact Michael Washburn, World Law Fund) (International Peace Academy Committee, United Nations). 6. Check local and national organizational prizes offered for peace essays or posters. Students can sponsor a school-wide essay or poster contest (with prizes from local people or organizations). 7. Final activity might be a discussion of personal attitudes and how they might have changed along with an evaluation of the course itself.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		A position paper can be required in which each student defines his feelings and thoughts regarding the prospects for peace and how they visualize their own role. Remind students that the question of world order is broader than the issue of Vietnam.
Peacekeeping Intergroup relations. This area must be dealt with on a continuous basis, throughout the course.	B. Through participation in group work, the student will differentiate between constructive and destructive roles in group interaction, and investigate differences in perception and semantics that can impede communication.	1. Low key "process analysis"--for ten minutes at end of each session students can discuss "how the class went." Open discussion, not directed by the teacher. This is a way to build in consciousness of group roles. Some things that will come up include the following: Why do some kids talk so much and others not at all? Someone looked like he wanted to speak, but didn't. Why not? Whose responsibility is it to see that everyone gets a chance? We need more of this/less of that. When questions come up about these roles, teacher should be prepared with some role definitions. See English Journal, Sept, 1969. See attached sheet: Behavior Roles in Group Discussion. A hookup to the course can be made when appropriate--the class as a microcosm of society (Look at our own behavior.) This also provides ongoing feedback as to how the course is going--both process and content. 2. Group on group observation can be used. The outside group watches the process and then provides classmates with feedback on their performance. Then flip flop groups. 3. Tape a session. Explain in advance "we'll tape, may use it later..." Then examine group behavior.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. First session, kids can express how they react to each other at first sight. This first reaction is generally based on externals of dress, manner, appearance, etc. Later, at the end of course, this can be used to show how our perceptions are influenced by superficial things and how they change. 5. "Structured" interview possible in the first session. Assign people (from across the room-not friends) to ask another a set of structured questions, then report on answers to class: Why are you here? etc. Five minute interviews. 6. Good sources for insights into group work: H.A. Thelan, The Dynamics of Groups at Work, Matthew Miles, Learning to Work in Groups. 7. Semantic considerations were begun under "War" (#12) and should be continued wherever appropriate. 8. Conduct "An Experiment in Cooperation" (Interaction Briefs) Todays Education October, 1969. 9. Teacher should consult human relations guide.

MATERIALS:

1. Recommended basic textual and other materials:

Fogg, Richard W. & George F. Pollock, eds. The Limits of War: National Policy and World Conscience. American Education Publications. Conn: Zerox Corp, 1970.

Fogg, Richard W. and George F. Pollock, eds. Organizations Among Nations: The Search for World Order. (same as above)

Fogg, Richard W. and George F. Pollock, eds. Diplomacy and International Law: Alternatives to War. (same as above)

Kirschner, Allen and Linda, eds. Blessed are the Peacemakers. New York: Popular Library, 1971.

Griffith, Priscilla and Betty Reardon, eds. "Let Us Examine Our Attitude Toward Peace...." :An inquiry into some of the political and psychological barriers to world peace. New York: The World Law Fund, 1968.

The Yanks Are Coming. Pacifica Tape Library, 2217 Shattuck Avenue, Berkeley, California 94704 (Tape, $7.50)

International Law as Seen by Communist and Underdeveloped Nations. Copperman. World Law Fund, 11 West 42 Street, New York 10036. (Tape, $5.00)

2. Alternate student and class material:

A. Textual

(If possible there should be a class set of the following materials)

Fraenkel, Jack R., Margaret Carter, and Betty Reardon. Peacekeeping: Problems and Possibilities. New York: World Law Fund, 1970.

Van Slyck, Philip. Peace: The Control of National Power. Boston: Beacon Press, 1963.

Reed, Edward, ed. Pacem in Terris: Peace on Earth. New York: Pocket Books, Inc., 1965.

Good, John M. The Shaping of Western Society: An Inquiry Approach. New York: Holt, Rinehart & Winston, 1968. (Teachers Guide also)

(There should be several copies of each of the following materials between the classroom and the school library for student use)

Richards, I.A. Nations and Peace. New York: Simon and Schuster, 1947.

Breakthrough to Peace. New York: New Directions, 1962.

Lorenz, Konrad. On Aggression. New York: Bantam Books, 1966.

Ardrey, Robert. African Genesis: A Personal Investigation into the Animal Origins and Nature of Man. New York: Dell, 1961.

Ardrey, Robert. Territorial Imperative. New York: Dell, 1969.

Morris, Desmond. The Naked Ape. New York: Dell, 1967.

Montagu, Ashley, ed. Man and Aggression. New York: Oxford Univ. Press, 1968.

Huxley, Julian. Man in the Modern World. New York: Mentor Books, 1948.

Kluckhohn, Clyde. Mirror for Man: A Survey of Human Behavior and Social Attitudes. New York: Fawcett, 1970.

Fried, Harris, Murphy, eds. War: The Anthropology of Armed Conflict and Agression. New York: The Natural History Press (Doubleday), 1967.

Fulbright, William. The Arrogance of Power. New York: Random, 1966.

Hollins, Elizabeth Jay. ed. Peace is Possible. New York: Grossman, 1966. Available from the World Law Fund.

Hirschfield, Robert S. A Study Guide for Peace is Possible. New York: World Law Fund.

Clark, Grenville. "The Need for Total Disarmament Under Enforceable World Law," Current History, August 1964. Reprint available from The World Law Fund.

Cohan, George. Collective Security in the 1930's: The Failure of Men or the Failure of a Principle? Conn: Wesleyan University, 1970. (The Amherst Project)

Center for the Study of Democratic Institutions. A Constitution For the World. California: The Fund for the Republic, Inc., 1965.

Huberman, Edward and Elizabeth, eds. War: An Anthology. New York: Washington Square Press, 1969.

If "Peace Games" are to be used, there should be one each of the following four items for every student.

"Peace Games," AAUW Journal, May 1970, reprint available from The World Law Fund, 11 W. 42 St., New York 10036.

United Nations Charter (pocket edition). United Nations Association of the U.S.A., 833 United Nations Plaza, New York 10017.

Controlling Conflicts in the 1970's. United Nations Assoc.

Reprint of the Introduction to World Peace Through World Law. by Clark, Grenville and Louis B. Sohn. Mass: Harvard University Press., 1958.

B. Audio-Visual

Filmstrips

The Age of Megaton, Robert Hanvey. Doubleday Multi-Media, Garden City. New York 11530. 20 minute filmstrip with teacher's guide. (available with pulsed record, $15, or tape cassette, $16.) RECOMMENDED

Nationalism as a Religion (filmstrip in A-V kit accompanying The Shaping of Western Society)

Peacekeeping: UN Business. Film strip with synchronized record (23 minutes) or slide set with printed narrative. UNA, 833 United Nations Plaza, New York 10017.

The Nation State: Past, Present & Future. Robert Hanvey, Indiana University. Check World Law Fund for availability.

Filmstrip on disarmament available sometime in 1971 from New York Times Book and Educational Division, 229 West 43 Street, New York 10036.

Moving Pictures

The Hat 18 minute color animated film. McGraw-Hill Book Company, Text-Film Division, 330 West 42 Street, New York, 10036 (Rental, $24) HIGHLY RECOMMENDED (Available, though not yet catalogued, through Dade County AV)

The Magician. 12 minutes, Mass Media Ministries, 1714 Stockton Street, San Francisco, California, 94133 (Rental, $12.50)

Fail Safe. 111 minutes, B&W. Contemporary Films, McGraw-Hill, 330 West 42 Street, New York 10036. (Rental, $25)

High Noon. 85 minutes, B&W. Contemporary Films. McGraw-Hill. 330 West 42 Street, New York 10036. (Rental, $25)

Dr. Strangelove. 93 minutes, B&W. Royal 16 International, 711 Fifth Avenue, New York 10020 ($150)

C. Other

Speakers available from University of Miami History department, 284-2452. Also from other community organizations (Foreign Policy Association, United Nations Association, etc)

Simulation Games

Dangerous Parallel. Scott, Foresman.

Crisis. Project SIMILE, Western Behavioral Sciences Institute, 1150 Silverade, La Jolla, California 92037

Inter-Nation Simulation. Science Research Association, 259 E. Erie Street, Chicago, Illinois 60611

War or Peace. Published in Social Education, Nov. 1966, pp. 521-22.

"An Experiment in Cooperation" Interaction Briefs, Today's Education, October 1969.

D. Supplemental pupil resources

Tuchman, Barbara. The Guns of August. New York: Dell, 1962.

Remarque, Erich Maria. All Quiet on the Western Front. New York: Fawcett, 1929.

Crane, Stephen. Red Badge of Courage.

Heller, Joseph Catch 22.

Trumbo, Dalton, Johnny Got His Gun.

Schlesinger, Arthur M. Jr. A Thousand Days. New York: Fawcett, 1965.

Kennedy, John F. (ed. Allan Nevins) The Strategy of Peace. New York: Popular Library, 1960.

Melman, Seymour. Disarmament: Its Politics and Economics. Boston, 1962.

Benoit, Emile and Kenneth E. Boulding, eds. Disarmament and the Economy. New York: Harper and Row, 1963.

"Problems and Promises of a Warless World." Saturday Review. May 12, Sept. 15, Oct. 6, Nov. 17, 1962; Feb. 16, June 1, June 22, 1963.

Falk, Richard. This Endangered Planet. New York: Random House.

Baez, Joan, Daybreak. Avon Books: New York, 1966. Study guide available from publisher.

Ward, Barbara. Spaceship Earth. Columbia Univ. Press.

Ward, Barbara. Nationalism and Ideology. Norton.

3. Supplemental Teacher resources

Language Arts unit, "War as a Theme in Literature."

Social Studies unit, "International Relations."

Thelen, H.A. The Dynamics of Groups at Work.

Miles, Matthew. Learning to Work in Groups.

"Are National Self-Interests and World Peace Compatible?" Social Education. January, 1970.

Dougall, Lucy. The War/Peace Film Guide. World Without War Council, 1730 Grove Street, Berkeley, California 94709.

Twain, Mark. Great Short Works of Mark Twain. Harper & Row

Twain, Mark. Letters From The Earth. Crest

Sanders, Norris. Classroom Questions, What Kinds?

Nesbitt, William A. Teaching about War and War Prevention. Foreign Policy Association, 1971. (Includes list of units and courses, and resource organizations.)

*Contact the World Law Fund for additional resources if desired. (11 West 42 Street, New York, 10036).

** The Center for War/Peace Studies is trying to collect curriculum projects dealing with this area. Units might be available from their library, 218 E. 18th Street, New York, N.Y. 10003.

33

APPENDIX I

Extra or alternative projects:

Entire course may be handled as an independent study unit with emphasis on either literature or social studies. Certain readings should be agreed upon by student and teacher along with periodic written assignments or one major project.

A Group may prepare and present a play relevant to the course. Creative writing (poems, stories, plays, puppet show Artwork (collages, paintings, sculpture, constructions, etc.) Newsletter on war/peace issues

Production of a film, perhaps animation. (See Media & Methods, October 1969 for "Multi-Media Treatise on War and Peace")

If a research or creative paper is required or available as an option, the following are some suggestions:

Twentieth century technology/ arms vs bread. (chemical/biological warfare/nuclear armaments)

Military-industrial complex

The role of law in world peace (international law/World Court, variations in domestic law)

Pacifism/war resistance (Daybreak by Joan Baez, Lysistrata by Aristophanes, "Advice to a Draftee" by Leo Tolstoy, Ghandi, King, Poems of War Resistance by Bates)

Study of a war novel or comparison of some of the literature of war.

Analysis of the media's role in war/peace issues.

Semantic impediments to communication on war/peace issues.

APPENDIX II

BEHAVIOR ROLES IN GROUP DISCUSSIONS

TASK ROLES (to facilitate content coverage)

1. Initiator-Contributor: suggests, proposes, ideas and plans.
2. Information Seeker: asks for clarification, facts, information.
3. Information Giver: supplies facts or experience, "resource person."
4. Opinion Seeker: asks for clarification of values, standards.
5. Opinion Giver: supplies beliefs, states "I Think."
6. Elaborator-Clarifier: develops others' ideas, sees how it will work, clears up confusions, indicates alternatives.
7. Summarizer: pulls together ideas, combines information.
8. Recorder: group memory of group thinking, planning, "secretary," lists areas of agreement and disagreement.
9. Consensus tester: checks with group to see how much agreement has been reached.

GROUP MAINTENANCE ROLES (to facilitate group and individual satisfaction)

1. Encourager: praises, agrees, accepts others' ideas.
2. Harmonizer: mediates, relieves tension.
3. Compromiser: comes half way, yields status, admits error.
4. Expediter: encourages and facilitates participation of others.
5. Standard Setter: expresses standards for group to achieve; applying standards in evaluating group function and production.

SELF-SERVING ROLES

1. Dominator: interrupts, overpositive, long monologues, tries to lead group, asserts authority, autocratic, monopolizes.
2. Blocker: interferes with progress of group by rejecting ideas; negative attitude on all suggestions, argues unduly, pessimistic, refuses to cooperate.
3. Deserter: withdraws in some way; indifferent, aloof, excessively formal; daydreams, doodles, whisper to others, wanders from subject.
4. Aggressor: struggles for status, boasts, criticizes; deflates ego of status of others.
5. Recognition-seeker: exaggerated attempt to get attention by boasting or claiming long experience or great accomplishment.
6. Playboy type: displays a lack of involvement in group process by horseplay, inappropriate humor, or cynicism.